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ABSTRACT

Intended for classroom teachers, this book presents classroom practices grounded in theory and focused on process. The first chapter provides the knowledge base that unifies the entire book and lays the foundation for whole language instruction. The second chapter discusses three classrooms that exemplify the whole language classrooms where the strategy lessons were developed--lessons were collected from Teachers Applying Whole Language, a grassroots organization that takes various names around the world. The third chapter contains answers to some questions most frequently asked about whole language. The major portion of the book consists of Part II, the strategy lessons. Chapters 4-9 present general strategy lessons, lessons using graphic organizers, content area strategy lessons, strategy lessons using newspapers and other sources, extended literature, and invitations to read and write. Each of chapters 4-9 is preceded by a discussion of the type and focus of the strategies included. Chapter 10 gives an overview of the place of computers in whole language classrooms. A discussion of parents as a support system in the reading process, four interview schedules, and bibliographies on theory, theory in use, books on books, and suggested books for secondary students are attached. (RS)

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